

Accommodation/Modifications To Assist Students with ASD and ID

Classroom Accommodations

- Individual work space
- Comprehensible environment; areas labelled learning spaces clearly identified, construction, work, group time, etc
- Consistent use of signs and symbols to identify spaces and define activities
- Classroom schedule; clearly identifying what is currently happening and what is next
- Provide supports that assist students to engage in break; break cards, ask to leave, go for walk
- Seat near positive peer models
- Clearly identified behavioural expectations
- Provide tangible rewards for expected behaviour
- Use learning centre
- Use of time-out for well defined behaviours
- Stand close to student when giving instruction
- Use student's name when giving instruction
- Provide plenty of wait/response time
- Arrange classroom for safe visibility, accessibility and movement
- Structured routine
- Reduce distraction
- Use simple language few key words low pitched voiced
- Provide multi-mode information, verbal, visual symbol/picture, sign, activity displays, chat boards

Presentation of Lesson – Specific Tasks/Activity

- Provide visually clear expectations, what, how much, when finished (see work systems)
- Keep work space clear and uncluttered
- Have clearly define space for retrieving work and for completed work
- Present work on left and completed work to the right
- Always begin work with know/familiar activity or task
- Use familiar activity to introduce new concepts
- Complete work session with known and successful activity
- Provide motivating incentive for completing 'work'
- Allow students to select incentive
- Use manipulatives more than pen/paper
- Help student to develop independent tasks
- Integrate independent tasks with new learning
- Provide visual instructions
- Break tasks down and expect only one concept per task
- Use conversation board/chat boards/activity display that provides visual symbol for instruction and feedback
- Use student interests to engage in activity ducks,
- Match wait time with level of engagement
- Acknowledge effort put forth
- Utilise natural cue
- Prompt as required, visual, symbol, gesture, sign

Routines

- Establish short consistent routines
- Use visuals for short routines
- Build routines into preferred activities
- Engineer opportunities within routines for students to communicate, request, protest, accept
- Sabotage situations within routines so student has to communicate
- Use consistent language within regular routines.
- Gradually add more to routines as students are ready

Organisational Strategies

- Use classroom daily schedule
- Use individual student schedule
- Use individual work system schedules
- Use clear finish system, box, cover, turn over, check
- Match schedule to ability beginning with only part of day
- Use signal to teach students to check schedule after every activity
- Provide pictures/symbols/visual clues of what student can do during break, books, home corner, puzzle, music, computer
- Arrange for daily culminating activity, reviewing/retelling what happen today daily diary – as a way of communicating with families
- 'Working for' contracts
- Systems for turn taking
- What and How much/many systems

Levels of Engagement

- Task non contingent: reinforce student to be in the area of the task or when they sit at task
- Engagement contingent: reinforce student for starting to participate in the task even if it is just once
- Performance contingent: reinforce student for increased participation eg turns 3 pages, sitting at table longer, matching more than one item
- Completion contingent: reinforce student for full participation and completion of task(D. Bhavgava)

Communication abilities

- Engage in student interest to develop something to communicate about, more, again, stop, finish
- Use objects to represent activity/event; or
- Picture exchange system to request desired items
- Teach match to sample, object to object, object to picture, picture to picture, picture to symbol, symbol to object
- Voice output devices
- Conversation boards, chat boards, activity displays
- Visual cues should always accompany verbal instruction

GENERAL ACCOMMODATION/MODIFICATIONS

To assist students with disabilities and learning difficulties

| | |
|---------------|-------|
| Student Name: | Date: |
| School: | Year: |

Classroom accommodations

1. ☐ Seat near teacher
2. ☐ Assign student to low-distraction area
3. ☐ Seat near positive peer models
4. ☐ Use support groups/cooperative learning
5. ☐ Use rows instead of tables
6. ☐ Use learning centre
7. ☐ Use of time-out
8. ☐ Stand near student when giving instruction
9. ☐ Arrange classroom for safe visibility, accessibility and movement

Presentation of lesson

10. ☐ Adjust work load; reduce assignments or give alternative assignments in subject
11. ☐ Use visual aids with oral presentation
12. ☐ Teacher gives student outlines or study guides
13. ☐ Ensure regular lesson revisit/reviews
14. ☐ Highlight instructions (marker or highlighter tape)
15. ☐ Give clear behavioural objectives
16. ☐ Clearly explain assignment grading criteria
17. ☐ Ask student to repeat instructions for clarification and understanding
18. ☐ Use high-impact game-like materials
19. ☐ Call on student often
20. ☐ Acknowledge effort put forth
21. ☐ Give reminders for student to stay on task, monitor student is on task/topic
22. ☐ Use large type/font and dark ink
23. ☐ Keep page format simple
24. ☐ Use visual prompts
25. ☐ Divide page into clearly marked sections
26. ☐ Remove distractions from paper
27. ☐ Use short, frequent quizzes
28. ☐ Permit breaks during tests, untimed tests

Alternative testing/evaluation procedures

29. ☐ Reduce number of test items
30. ☐ Practice taking similar test questions
31. ☐ Arrange for oral testing

32. ☐ Have support staff administer test
33. ☐ Permit student to type or use word processing
34. ☐ Adjust grading criteria based on individual
35. ☐ Adjusted grading option; grade satisfactory/unsatisfactory, credit/no credit

Note-taking strategies

36. ☐ Provide student the means to tape record
37. ☐ Arrange for note taker e.g. Aide
38. ☐ Give student a copy of lecture notes, photocopy
39. ☐ Provide time for periodic review of student's notes (written, dictated, word processed)
40. ☐ Training in how to take notes

Organisational strategies

41. ☐ Use calendar to plan long-term assignments
42. ☐ Use of assignment notebook or work checklist especially diary
43. ☐ Daily schedule
44. ☐ Give time to organise desk during class
45. ☐ AM check-in to organise for the day
46. ☐ Lunch-time check-in to organise for PM
47. ☐ PM check-out to organise for homework
48. ☐ Arrange a duplicate set of classroom material for use at home
49. ☐ Develop parent/school contract
50. ☐ Training in time management
51. ☐ Training in how to take tests

Support services

52. ☐ Peer tutoring
53. ☐ Cross-age tutoring
54. ☐ Study buddy
55. ☐ Work with teacher aide
56. ☐ Meet with staff during available times
57. ☐ Teach student to monitor own behaviour
58. ☐ Implement behaviour contract/reward
59. ☐ Self advocacy/communication skill training
60. ☐ Conflict resolution strategies
61. ☐ Other _____

